



TENNESSEE DEPARTMENT OF

EDUCATION
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Early Childhood Education Careers I (ECEC I)

Primary Career Cluster:	Human Services
Consultant:	Deborah Thompson, (615)-532-2840, Deborah.Thompson@tn.gov
Course Code(s):	6015
Prerequisite(s):	None
Credit:	1
Grade Level:	9
Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Human Services courses.
Programs of Study and Sequence:	This is the first course in the <i>Childhood Development Services</i> program of study.
Necessary Equipment:	None
Aligned Student Organization(s):	Family, Career and Community Leaders of America (FCCLA): http://www.tennesseefccla.org/ Brandon Hudson, (615) 532-2804, Brandon.Hudson@tn.gov
Coordinating Work-Based Learning:	If a teacher has completed work-based learning training, he or she can offer appropriate placement. For more information, please visit http://www.tn.gov/education/cte/wb/ .
Available Student Industry Certifications:	American Association of Family and Consumer Sciences Pre-PAC Early Childhood Education Certificate
Dual Credit or Dual Enrollment Opportunities:	There are no statewide dual credit/dual enrollment opportunities for this course. If interested in establishing a local opportunity, reach out to your local postsecondary institution.
Teacher Endorsement(s):	(050 and 058), (050 and 451), (051 and 058), (051 and 451), (450 and 058), (450 and 451)
Required Teacher Certifications/Training:	Teachers supervising a school-sponsored enterprise must complete the state-approved work-based learning training.
Teacher Resources:	http://www.tn.gov/education/cte/HumanServices.shtml

Course Description

Early Childhood Education Careers I (ECEC I) is a foundational course in the Human Services career cluster. Careers in early childhood education include but are not limited to childcare providers, nannies, and preschool teachers. This course studies the foundation of childhood development services, careers, provider responsibilities and aptitudes, and fundamentals of child development. Students will create a course portfolio. Standards in this course are aligned with Tennessee Common Core State Standards for

English Language Arts & Literacy in Technical Subjects and Tennessee state standards for Biology I, Psychology, and Sociology, as well as the National Standards for Family and Consumer Sciences Education, Second Edition.*

Program of Study Application

This is the foundational course in the Childhood Development Services program of study. For more information on the benefits and requirements of implementing this program in full, please visit the Human Services website at <http://www.tn.gov/education/cte/HumanServices.shtml>.

Course Standards

Safety

- 1) Compile and critique procedures for maintaining a safe and healthy learning environment for children present in a childcare facility. Cite information for the Occupational Safety and Health Administration (OSHA) to identify precautionary guidelines to prevent illness, communicable diseases and injuries. Incorporate safety procedures and complete safety test with 100 percent accuracy. (TN CCSS Reading 3; FACS 9)
- 2) Recognize the signs of child abuse, and research the legal requirements for reporting suspected abuse. Prepare an informative text or presentation describing types of abuse, including signs and symptoms to look for, and outline the reporting requirements and procedures. (TN CCSS Writing 4, 7, 9; FACS 12)

Foundations of Childhood Development Services

- 3) Formulate a hypothesis about the relationship between early childhood education and a student's future success. Gather research from academic journals and news articles and craft an argumentative essay supporting or refuting the hypothesis with specific textual evidence. (TN CCSS Reading 1, 8; TN CCSS Writing 1, 8)
- 4) Research and summarize the influences of major educational theorists' philosophies. Evaluate the extent to which the reasoning and evidence presented by the theorists supported their claims. Examples of theorists include:
 - a. John Dewey
 - b. Maria Montessori
 - c. Abraham Maslow
 - d. Benjamin Bloom(TN CCSS Reading 1, 2, 8; TN CCSS Writing 2, 7, 8; FACS 4)
- 5) Cite specific textual evidence to compare and contrast various types of early childhood care services in a graphic organizer, chart, or table. Include information about relevant regulations and licensure requirements. Example programs/providers include, but are not limited to:
 - a. Preschool
 - b. Nannies
 - c. Montessori
 - d. Head Start



- e. Day care centers
 - f. Laboratory schools
- (TN CCSS Reading 1, 9; TN CCSS Writing 2, 9; FACS 4)

Childhood Development Careers

- 6) Use local job postings and national labor and workforce data to identify and describe essential knowledge and skills for careers within the childcare field. Complete one or more career interest surveys, analyze the results, and write a summary of the results. Compare the survey results with earlier research findings on essential knowledge and skills for providers. (TN CCSS Reading 1, 9; TN CCSS Writing 2, 7, 8, 9; FACS 4)
- 7) Compile and analyze real-time labor market data, including economic and demographic trends, and compare with authentic vacancy announcements on local and national job boards. Use this information to compare and contrast occupations by education requirements, job availability, salaries, and benefits. (TN CCSS Writing 8, 9; FACS 4)

Provider Responsibilities and Aptitudes

- 8) Identify daily tasks of child development service providers through observation, first-hand experience, or online research. Categorize each of the tasks and estimate the time spent on each category of task. Write clear narratives exploring multiple facets of common provider activities, including but not limited to:
 - a. Planning effective instruction
 - b. Meeting the physical needs of children
 - c. Supervising children
 - d. Non-instructional activities (such as parent communication, site maintenance, etc.)(TN CCSS Reading 1, 2; TN CCSS Writing 4, 8; FACS 4)
- 9) Research professional ethical standards from recognized professional organizations, such as the National Association for the Education of Young Children (NAEYC) and the Association for Early Learning Leaders. Synthesize principles from the standards to create a personal code of ethics. (TN CCSS Reading 1, 2; TN CCSS Writing 4, 8, 9)
- 10) Describe personal characteristics and aptitudes, including 21st century skills, needed by childcare providers. Create a rubric for self-assessing 21st century skills, such as the ability to:
 - a. Communicate verbally and nonverbally in a respectful manner with children, parents, and colleagues
 - b. Work effectively in teams and resolve conflicts when necessary
 - c. Demonstrate a positive work ethic
 - d. Understand different cultural perspectives and their impact in the classroom;
 - e. Use instructional technology appropriately
 - f. Adapt to changes
 - g. Manage time and resources wisely



- 11) Use the self-assessment rubric created during this course to establish a baseline evaluation of 21st century skills, attitudes, and work habits. Working from the baseline, create a growth plan promoting advancement of skills and abilities to place in the career portfolio. (TN CCSS Writing 4; FACS 4)

Introduction to Child Development

- 12) Create an annotated model or graphic illustration to describe the parts and functions of the human brain. Create a brain development timeline from birth through age eight. (TN CCSS Reading 3, 7; TN CCSS Writing 4, 9; FACS 12)
- 13) Draw conclusions about the most important influences on and relationships between brain development, reasoning capacity, and learning. Define brain plasticity and describe how it changes over the lifespan. Brain anatomy for research includes: frontal, parietal, occipital, and temporal lobes; brain stem, cerebellum, cerebral cortex, and limbic system. (TN CCSS Reading 1, 4, 9; TN Biology I 4; TN Psychology; FACS 12)
- 14) Using relevant information from multiple print and electronic resources, compare and contrast the “ages and stages” identified by influential child development theorists. Formulate a hypothesis about the relationship between child development and how children learn and cite textual evidence to support the hypothesis. Examples of child development theories include, but are not limited to:
- a. Erikson's psychosocial stage theory
 - b. Kohlberg's moral understanding stage theory
 - c. Piaget's cognitive development stage theory
 - d. Bronfenbrenner's ecological systems theory
- (TN CCSS Reading 1, 2, 8; TN CCSS Writing 1, 4, 8, 9)
- 15) Analyze the factors that contribute to personality, and investigate several research-based personality assessment tools. Use textual evidence to support the analysis. Reflect on the connections between personality, life experience, environment, and brain development. (TN CCSS Reading 1; TN CCSS Writing 7; TN Psychology; FACS 12)
- 16) Examine the Tennessee Early Childhood Education Early Learning Developmental Standards. Summarize the major developmental milestones and create a graphic illustrating the continuum of development from birth through age five in these domains:
- a. Speech and Language Development
 - b. Early Literacy
 - c. Math and Science
 - d. Social Studies
 - e. Creative Arts
 - f. Social and Emotional Development
 - g. Physical Development
- (TN CCSS Reading 1, 2, 7; TN CCSS Writing 2, 4; TN Psychology; TN Sociology; FACS 4)
- 17) Research assessment methods used to observe and interpret children’s growth and development. Identify risk factors, delays, or disabilities that may indicate a need for special services. (TN CCSS Reading 1, 2; TN Psychology; TN Sociology; FACS 12)



Introduction to Learning

18) Analyze NAEYC's *12 Principles of Child Development and Learning* and additional relevant documents to explain how the principles serve as the foundation for implementing developmentally appropriate practices (DAP) that promote young children's optimal learning. (TN CCSS Reading 1, 2, 4; FACS 4)

19) Synthesize academic research to describe and critique major approaches to theories of human learning:

- a. Behaviorism
- b. Cognitive psychology
- c. Social learning theory
- d. Constructivism
- e. Experiential learning
- f. Multiple intelligences

Write an argumentative essay that develops a claim about how a major educational theory of learning has impacted modern practice of supervising or instructing young children. (TN CCSS Reading 1, 4; TN CCSS Writing 1, 7, 8, 9; TN Psychology; TN Sociology)

20) Compare and contrast research on the influence of the following factors on student self-concept and learning:

- a. Student experiences, interests, aptitudes
- b. Family and culture
- c. Teacher/Caregiver behavior and attitudes
- d. Peers

(TN CCSS Reading 1, 2, 9; TN Psychology; TN Sociology; FACS 12)

Career Portfolio

21) Create a course portfolio, using writing and visual elements to connect personal career preparation artifacts to concepts learned in this course. (TN CCSS Writing 2, 4, 6; FACS 4)

22) Synthesize information from Child Development Services career exploration to create a written or electronic career pathway plan that outlines academic and career achievement goals and a timeline for ongoing reflection throughout the program of study coursework.

- a. Identify dual credit courses available within specific programs of study
- b. Gather information from postsecondary institution websites and compare community college, Tennessee Colleges of Applied Technology, and university education programs that align with secondary programs of study

(TN CCSS Reading 7; TN CCSS Writing 2, 4, 6, 8; FACS 4)

23) Drawing upon content in this course, write a clear and coherent definition of a *teaching philosophy*, argue its significance to student learning, and create a personal teaching philosophy for inclusion in the professional portfolio. (TN CCSS Reading 1; TN CCSS Writing 1, 4, 6, 9)



The following artifacts will reside in the student's portfolio:

- Foundations of Human Development artifacts
- Career and Interest Survey artifacts
- Code of Ethics
- 21st Century Skills Rubric
- Brain artifacts and model
- Child Development Theorist research
- Tennessee Early Childhood Education Early Learning Development Standard artifact
- Human Development narrative
- Career Cluster Pathway Plan artifact
- Personal Teaching Philosophy

Standards Alignment Notes

*References to other standards include:

- TN CCSS Reading: [Tennessee Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Reading Standards for Literacy in Science and Technical Subjects 6-12; Grades 9-10 Students (page 62).
 - Note: While not directly aligned to one specific standard, students who are engaging in activities outlined above should be able to also demonstrate fluency in Standards 5, 6, and 10 at the conclusion of the course.
- TN CCSS Writing: [Tennessee Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12; Grades 9-10 Students (pages 64-66).
 - Note: While not directly aligned to one specific standard, students who are engaging in activities outlined above should be able to also demonstrate fluency in Standards 3, 5, and 10 at the conclusion of the course.
- TN Biology: Tennessee Science: [Biology I](#) standard 4 may provide additional insight and activities for educators.
- TN Psychology: Tennessee Social Studies: [Psychology 9-12](#) standards may provide additional insight and activities for educators.
- TN Sociology: Tennessee Social Studies: [Sociology 9-12](#) standards may provide additional insight and activities for educators.
- FACS: National Standards for Family and Consumer Sciences Education, Second Edition: National Association of State Administrators of Family and Consumer Sciences, [FACS](#).
- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
 - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.

